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AUTHOR Elford, Elsie; Hemstreet, Brad
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ABSTRACT

In the context of educational institutions, intrapreneurs are proactive and innovative educational leaders who work as entrepreneurs inside the institution. In order to successfully carry out intrapreneurial activities, community colleges must have a structural and administrative framework that supports a market orientation and a reduced dependence on government funding. In addition, intrapreneurship will require more training of academic leaders in personnel administration, finance and budgeting, organizational analysis, and office management and public relations. In Alberta, Canada, current trends forming a driving force behind the move to intrapreneurial higher education include a decrease in the traditional sources for funding, new government goals and objectives to increase accountability, and numerous model institutional initiatives to implement intrapreneurial activities. These initiatives include an intense, 10-day accounting training program at Grant MacEwan Community College and a project to provide reference librarian services to local businesses at Red Deer College. To ensure the success of intrapreneurial-based college goals, academic leaders must address the following problem areas: (1) the bureaucratic structure and functioning of colleges that lead to poorly executed communication and collaboration linkages; (2) internal competition between various divisions of the college; (3) absence of a clear college mission, role, and mandate; (4) limited strategic planning; and (5) absence of a college-wide marketing philosophy. (TGI)

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INTRAPRENEURSHIP-A NEW WAY OF DOING BUSINESS:

MAINTAINING ACADEMIC INTEGRITY IN THE FACE OF THE POLITICAL IMPERATIVE TO MAKE MONEY

By

Elsie Elford
Chair, Legal Assistance
Grant MacEwan Community College
Edmonton, Alberta, Canada
and
Brad Hemstreet
Chair, Apprenticeship Programs
Red Deer College
Red Deer, Alberta, Canada

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Biographies

Elsie Elford is Chair of the Legal Assistant Program at Grant MacEwan Community College. She earned her Bachelor of Arts Degree and Law Degree from the University of Alberta, graduating from Law School in 1978 and completing articles in 1979. After admission to the Alberta Bar she practiced law for ten years. She started her academic career as a part-time instructor with the Legal Assistant program in 1985. In 1990 she made a full time commitment to teaching and was appointed Chair in 1993. She attended the Institute for Academic Leadership Development in 1994 and earned her Professional Certification in June of 1995 at Denver, Colorado.

The Legal Assistant Program is a two year diploma program that is offered on a full time basis or on a part-time studies cost-recovery basis. The program employs twelve part-time instructors. Elsie's administrative responsibilities include the research, development and writing of course manuals.

Brad Hemstreet is the Chairperson of Apprenticeship and Industry Training at Red Deer College. Now in his fifth year as Chair, Brad was department head and full time faculty member for the previous eight years. Brad's responsibilities include chairing eight programs employing twenty-three continuous appointment faculty, eight sessionals and eight support staff.

Brad is a nationally licensed Autobody Technician with more than fifteen years experience in the industry. He earned his Bachelor of Education Degree from the University of Alberta in 1983. He earned his Professional Certification from the Institute of Academic Leadership Development in June of 1995 at Denver, Colorado.

Brad has worked extensively in the faculty development field, in curriculum design as well as in off-campus training programs for industry. He is currently involved in a cost-recovery High School to Work Transition Program.

INTRAPRENEURSHIP- A NEW WAY OF DOING BUSINESS: MAINTAINING ACADEMIC INTEGRITY IN THE FACE OF THE POLITICAL IMPERATIVE TO MAKE MONEY

"In a competitive environment, educational leaders would be expected to be entrepreneurs and "intrapreneurs" -- individuals who possess the skills necessary to ensure institutional survival and growth and who understand the business of education."(McWilliam, 1990)

DEFINITION OF AN INTRAPRENEUR

Intrapreneurs are entrepreneurs that work inside a corporate environment. This broad definition includes employees of post-secondary educational institutions. Intrapreneurs are proactive and innovative. They understand that the educator of the 90's must be market-oriented. Just like entrepreneurs, they take risks and accept the responsibility of their decisions. The challenges of doing business in the 90's applies to educational institutions as well.

INTRAPRENEURIAL ACTIVITIES IN POSTSECONDARY INSTITUTIONS

Across Canada, and in many other countries, there has been an increase in intrapreneurial activities in public postsecondary institutions over the last decade, and this trend continues to grow. In order to successfully carry out intrapreneurial activities the Community College must have the structural and administrative framework to support a market orientation and less dependence on government funding.

Marketing may mean many things to many people. In this paper "marketing" is a term that reflects a process and a philosophy. Marketing as a process involves a needs assessment phase, followed by development of appropriate programs, delivery of these programs, feedback on the effectiveness, and modification of programs or delivery where it is required. Marketing as a philosophy requires that College activities be planned, coordinated and carried out in a manner that benefits all interested parties. The philosophy of marketing is central to carrying out "money making" activities while maintaining academic integrity.

The importance of developing a Marketing Plan that encompasses a college-wide approved marketing philosophy is central to the success of intrapreneurial higher education. The implications of intrapreneurship for Chairs, Deans and other Academic Leaders is enormous. In particular, there will be an increasing need for more training of academic leaders in personnel administration; finance and budgeting; organizational analysis; office management and public relations.

THE TRENDS THAT DRIVE INTRAPRENEURIALISM

There is an expectation that academic leaders are responsible for moving their institutional philosophy and processes to reflect a market orientation and less dependence on government funding. There are three significant trends that are the driving force behind the move to intrapreneurial higher education:

a. decrease in the traditional sources for funding,
b. government intervention, and
c. institutional initiatives.

DECREASE IN FUNDING

Government fiscal restraint has decreased available funding for education even though the costs of running an institution are increasing. Education is forced to compete with other publicly funded areas such as health care, social programs and municipal services. The answer is not to cut programs and lay off staff. The challenge is to respond to reductions in government grants in a way that would maintain academic excellence and possibly enhance the Community College's ability to meet educational needs.

In the province of Alberta, the annual grants (combining operating and capital) were reduced 11% in 1994-95; 7% for 1995-96, and a further 3% in 1996-97. The present provincial government has shown no hesitation in their mission to balance the budget. All provincial employees felt the effects of budget cuts as salaries were rolled back 5% in 1994. Drastic measures indeed! The message is that all of North America will have to face these types of budget cuts in order to cope with rising budget deficits.

GOVERNMENT INTERVENTION

The trend in Canada and across the United States and elsewhere, finds government setting down goals and objectives for educational institutions to become more accountable and responsible to the tax-paying public. This trend is related to the "globalization of business" and the "internationalization of education" and world wide developments in technology. Governments are becoming increasingly concerned about the ability of their countries to compete in the global market. Although government recognizes that education is central to meeting these Challenges of the 90's, there seems very little faith in the present educational system to accomplish these objectives. There is a trend in government policy to restructure how postsecondary institutions do business and the means by which they are funded. (Michael & Holdaway, 1992)

The Provincial Government of Alberta has embarked on a mission to encourage institutions to decrease their reliance on government funding and to become more accountable to the public. This is not a mission unique to the Alberta situation as similar government initiatives are taking place across North America.

In October of 1994, the Alberta government published a White Paper entitled "New Directions for Adult Learning in Alberta". The government set out 22 strategies to help achieve four goals of increased accessibility, improved responsiveness, greater affordability and more accountability.

One major strategy involved the establishment of an Access Fund of $47 million to finance innovative, cost-effective methods of increasing accessibility to quality learning opportunities. Postsecondary institutions submitted proposals that were reviewed by an Access Fund Advisory Committee. The committee would then recommend how the funds would be allocated in order to create the equivalent of 10,000 new student places over the next three years. This strategy not only encouraged intrapreneurial activity but intense competition amongst postsecondary institutions.

The Alberta government is introducing a new funding formula in the 1996-97 fiscal year, which is driven by quantitative measures of institutional performance. This formula will require Alberta postsecondary institutions to meet new and expanded accountability and reporting requirements.

INSTITUTIONAL INITIATIVES

When resources become scarce and there are ever increasing demands to do more with less, the challenge of working collaboratively to achieve college goals is of paramount importance.

Academic leaders should ask themselves these questions: What are the motivating forces that will encourage internal collaboration? Do we have mechanisms in place to ensure that money-making activities are carried out with academic integrity? How are we going to measure intrapreneurial success? How are we going to measure academic integrity?

Academic leaders will have to focus on encouraging the development of initiatives that will ensure long-lasting intrapreneurial and academic success. Like any other business there is risk-taking. Like any other business, some initiatives develop into highly successful activities while others never get anywhere; it is a process of trial and error. It is important to look around and learn as much as possible from those institutions that are attracting students, maintaining a solid academic reputation and are leaders in intrapreneurial activity. Look for examples that can serve as a role model for the kinds of initiatives that your College wants to pursue. One excellent example worthy of mention is the development of "Accounting Bootcamp", an initiative of the Accounting Program at Grant MacEwan Community College.

The Accounting Program at Grant MacEwan Community College offers an Accounting Bootcamp for individuals that want specialized instruction to prepare them for the national exam for their Certified Management Accounting designation. This course is an intense ten day program (with certain prerequisites) that encompasses not only accounting tutorials, but fitness training and mental training to prepare the student to write the exam. The tuition is $2,000.00. If the student does not pass the national exam their money is refunded. This is truly an intrapreneurial endeavour that does not compromise the end product. The true test of academic integrity is the success of the individuals on an externally measured standard, being the standard set by the Institute of Certified Management Accountants. Tuition has been refunded to students that did not pass the national exam under the terms of the refund guarantee, but overall the percentage of passes for those in the program is very healthy. Some of the unsuccessful participants affirmed the positive experience of Bootcamp and were committed to returning the following year. In addition to Bootcamp's intrapreneurial and academic success, the Community Relations Department at the College received a national award for excellence in advertising and marketing the Bootcamp program.

There are many wonderful examples of intrapreneurial initiatives that can assist academic leaders in building their College's marketing model. As a further illustration of the Alberta-based college initiatives, Red Deer College offers the services of a research librarian to local and regional businesses on a fee for service basis. Research results are delivered via fax or Internet. This initiative makes money for the college while maintaining a high level of academic integrity. The success of this initiative is easily measured by tracking the demand for this service.

Other successful initiatives that are carried on at both Red Deer College and Grant MacEwan Community College are youth oriented programs that include summer sports camps and computer courses. Successful marketing brings young people into the College environment and develops positive relationships with potential long-term students that will return for educational needs in future years. Grant MacEwan Community College operates an Institute for Senior Studies that offers a whole range of activities for seniors from computer courses to world travel. It is a very popular and successful initiative.

Red Deer College offers a Fine Arts summer camp for adults. This extremely popular initiative sells out its programs and fills college student residences for five to six weeks every summer. Internationally famous artisans give classes in glass-blowing, wildlife carving, jewellery making, silver smithing, bronze casting, drawing, painting and sculptural welding. Revenues from the residence, food and services are counted as Community Education profits but contribute greatly to the general revenue.

One important initiative is that of fund-raising. Colleges and universities are actively seeking more and more support from the community in the form of donations and sponsorship. Business, industry and college alumni play major roles in the fund-raising initiatives of any college. The college long term strategies must address the need to develop partnerships with private business and industry. There should also be a college-wide commitment to establishing long lasting relationships with the college alumni.

A fund-raising initiative that has become significant in the Province of Alberta is the matching by government of funds raised from private sources. Alberta has had three such initiatives starting in the 1980's and as of 1992, these three programs had injected approximately $428 million in new government and private funds into public postsecondary institutions.

Aggressive Marketing and Student Recruitment Plans are being developed to boost enrolment and create a positive public image of the postsecondary institution. The The Marketing Plan sets the goals and objectives of the college and must take into account college approved values and principles.

As a general observation for carrying out new initiatives, the ultimate resource of an organization is the expertise of its people. There is tremendous potential for the college to offer customized training to businesses and industry. After all, we are in the business of educating people and equipping those individuals with the skills needed to obtain employment; we are also in the business of continuing education for those individuals that require further specialized training, refresher courses or need to learn the latest in technology to keep up with their demands of their work.

THE CHALLENGES OF INTRAPRENEURIAL EDUCATION

The challenge of doing more with less is a global trend that is expected to continue. It is our position that a market-oriented educational system should not concentrate institutional efforts on attaining increasing enrolment at the expense of academic standards. If anything, the long-term effect of an appropriate marketing strategy would be to attract students because of the high quality of education. The challenge of keeping education affordable and accessible is a key factor in developing marketing strategies. The inevitable increase in tuition fees is a reality. A negative argument that is usually encountered is that "quality education" means high tuition and high tuition means low enrolment. Research has not supported this argument. There is no correlation between low tuition and high enrolment.(Micheal & Oldaway, 1992)

To achieve college goals that are based on an intrapreneurial model, academic leaders will have to assess the readiness of their institution to deal with problems that are common to any large organization. These problem areas must be addressed if the institution is to move towards a new model of doing business. The most common areas of concern are:

1. the bureaucratic structure and functioning of colleges that leads to poorly executed communication and collaboration linkages;

2. internal competition between various divisions of the college,

3. absence of a clear college mission, role and mandate;

4. limited strategic planning;

5. no college-wide marketing philosophy;

Any model of intrapreneurialism would encompass a philosophy where academic leaders would be expected to act decisively and promptly, and where the coordination, planning and monitoring of activities and changes would have to be much more centralized and more focused they currently are.

CONCLUSION

There is an important balance between attracting students, keeping them and producing a large number of graduates without sacrificing academic excellence. For administrators, this means that greater attention needs to be directed towards on institutional missions, communication channels, coordination of activities, criteria used in personnel decisions, and informing the public about the importance and contributions to society of postsecondary institutions. (Michael & Oldaway, 1992).

An intrapreneurial model with academic integrity can be achieved if the infrastructure is securely built on a college-wide set of values that faculty and administration can support. The institution must decide what the priorities are; not all college-wide objectives are going to fit well with the intrepreneurial model. The question must be asked: are the intrapreneurial activities that are changing the nature of the institution fitting into a well-planned strategy for future growth and survival? The answer to this question is one of the many challenges facing postsecondary institutions today.

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